



# NORTH CAROLINA Educator Effectiveness Update

Webinar for Testing Coordinators • May 10, 2012



# Overview for Today

Rationale - MET Research - Standards 6 & 8 - Status - MSLs



## 1. Rationale

Why we are doing this?

## 4. Status

Determining educator effectiveness status

## 2. MET Research

Key ideas from recent research

## 5. MSLs

Measuring growth in currently non-tested subjects

## 3. Standards 6 & 8

How we'll include student growth in educator evaluations

# Teacher Effectiveness and Support for Growth



Using meaningful  
evaluation to  
increase  
effectiveness of  
teachers and  
leaders

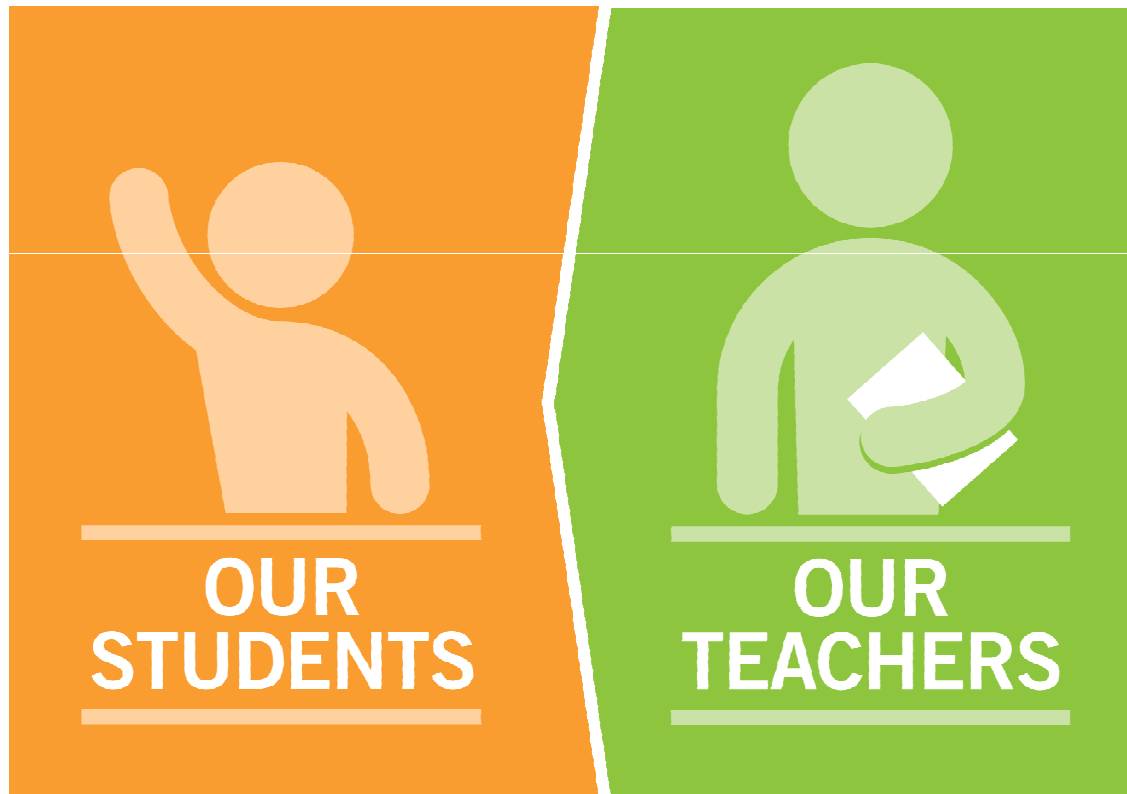


# Overview

Rationale - MET Research - Standard 6 & 8 - Status - MSLs



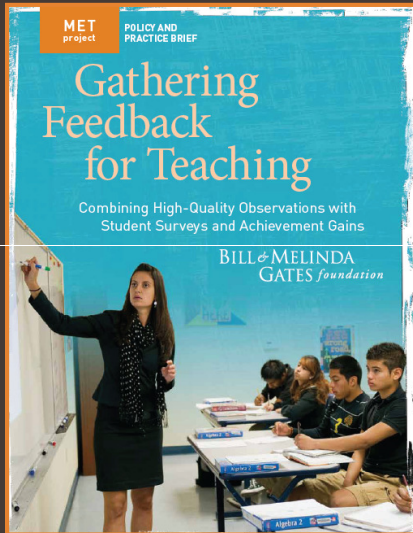
The central focus of **READY** is improving student learning ... **by enabling and ensuring great teaching.**





# Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - MSLs



This research suggests:

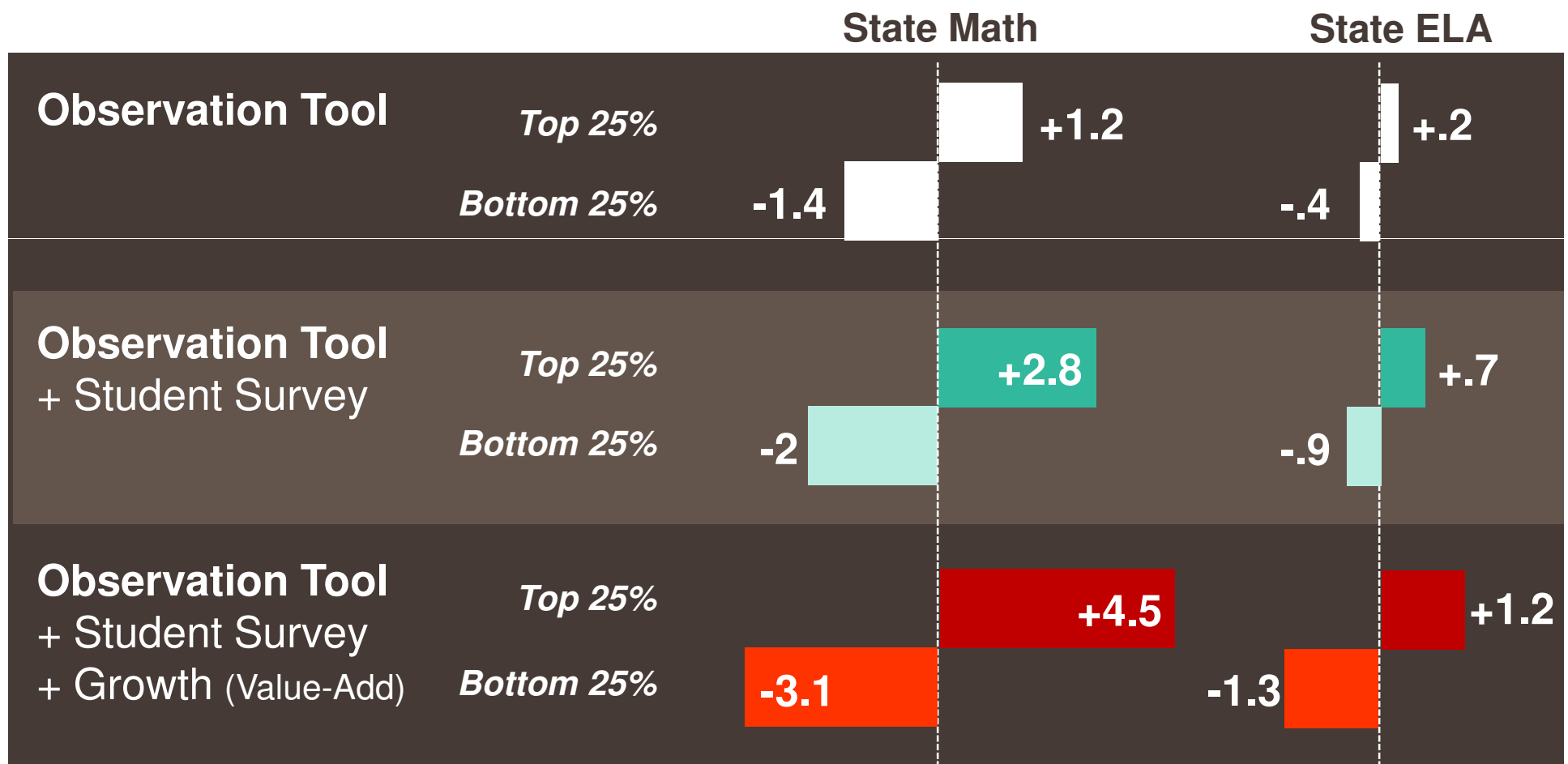
- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.

# Observation + Other Measures

Rationale - **MET Research** - Standard 6 & 8 - Status - MSLs



## Months of Learning Gained or Lost

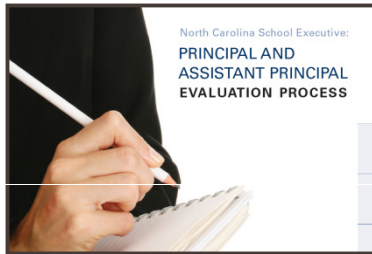


# What We Have

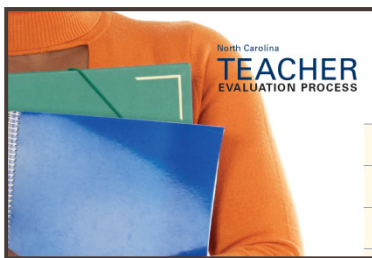
Rationale - **MET Research** - Standard 6 & 8 - Status - MSLs



## Evaluation Tools



Standards 1-7



Standards 1-5

## Some Assessments to Measure Growth

End of Grade  
End of Course  
VoCATs

Standard 8

End of Grade  
End of Course  
VoCATs

Standard 6

From the MET...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

**Exploring**  
*Pilot in 47 LEAs in  
2011-12*

# Observation + Other Measures

Rationale - MET Research - Standard 6 & 8 - Status – MSLs



- **Standard 6 and 8**

**We need a state-adopted growth model  
and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine  
educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-  
tested, we need ways to measure growth**



# Standards 6 & 8 – The Basics

Rationale - MET Research - **Standard 6 & 8** - Status - MSLs



## Teachers

<b>1</b> Demonstrate Leadership	<b>2</b> Establish Environment	<b>3</b> Know Content	<b>4</b> Facilitate Learning	<b>5</b> Reflect on Practice	<b>6</b> Contribute to Academic Success
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## Principals (and other Administrators)

<b>1</b> Strategic Leadership	<b>2</b> Instructional Leadership	<b>3</b> Cultural Leadership	<b>4</b> Human Resource Leadership	<b>5</b> Managerial Leadership	<b>6</b> External Development Leadership	<b>7</b> Micro- political Leadership	<b>8</b> Academic Achievement Leadership
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# Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - MSLs



## Teachers



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished



### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

# Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - MSLs



## Principals



### 5 Rating Categories

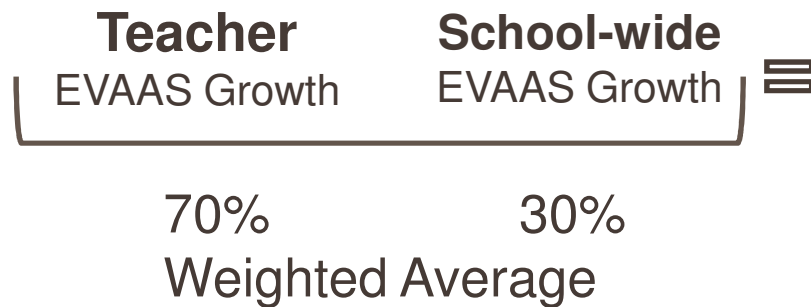
Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

# Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - MSLs



## Yearly Rating

# 6

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

## Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

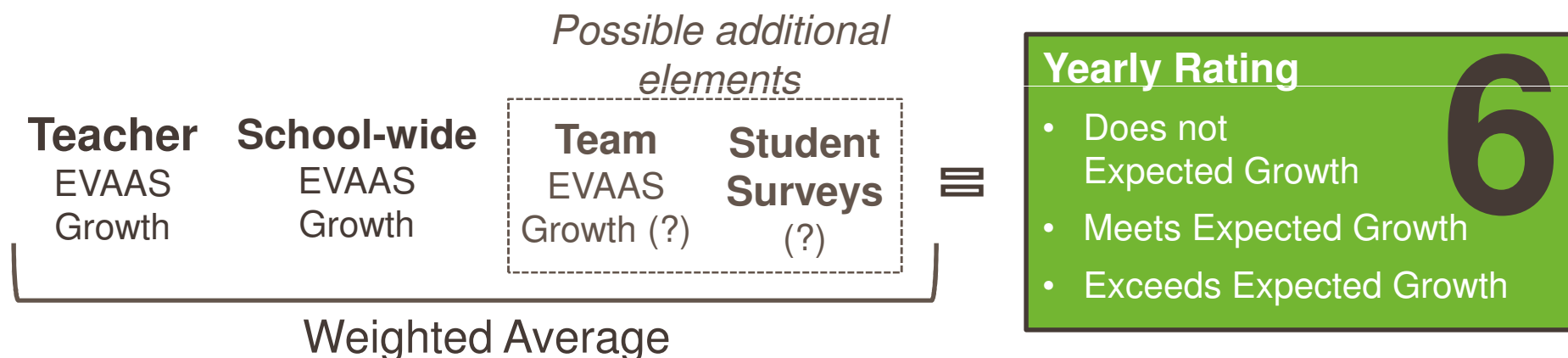
**Note:** *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

# Teacher Ratings in 2012-13

Rationale - MET Research - **Standard 6 & 8** - Status - MSLs



*We are piloting some additional elements for possible inclusion in Standard 6 in 2012-13*



# Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - MSLs



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide  
EVAAS  
Growth**

=

## Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

**8**



# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - MSLs



## Ratings

- **Teachers**  
6 separate ratings to help teachers grow each year
- **Principals**  
8 separate ratings to help principals grow each year

## Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
  1. **In Need of Improvement**
  2. **Effective**
  3. **Highly Effective**

# 3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - **Status** - MSLs



<i>Rating from 2 years ago</i>	<i>Rating from 1 year ago</i>	<i>Rating from this year</i>
Standard <b>6</b>	Standard <b>6</b>	Standard <b>6</b>
<b>1.0</b> Met Expected Growth	<b>.8</b> Did not meet Expected Growth	<b>1.2</b> Met Expected Growth

$$1.0 + .8 + 1.2$$

3

$$= 1.0$$

**Met Expected Growth**  
3- year average rating on  
standard 6 for  
determining **status**

**Note:** A similar methodology applies to principals as well.

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - MSLs



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

# Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - MSLs



		In Need of Improvement	Effective	Highly Effective
<b>Standards 1-5</b> In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div>                     Demonstrate Leadership   Establish Environment   Know Content   Facilitate Learning   Reflect on Practice                 </div>		And/Or	And	And
<b>Standard 6</b> Three-year rolling average $\left( \begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

# Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - MSLs



		In Need of Improvement	Effective	Highly Effective
<b>Standards 1-7</b> In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div>                     Strategic Leadership                      Instructional Leadership                      Cultural Leadership                      Human Resource Leadership                      Managerial Leadership                      External Development Leadership                      Micro-political Leadership                 </div>		And/Or	And	And
<b>Standard 8</b> Three-year rolling average		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>
$\left( \begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$				

# What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - MSLs



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**



## North Carolina Educator Evaluation System Evaluation Summary Sheet

**Name:** Martha Washington      **School:** Independence Elementary School  
**LEA:** Freedom County Schools      **Licensure:** Career-Status  
**Overall Status:** Effective

<b>Standard One:</b> Teachers demonstrate leadership.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Two:</b> Teachers establish a respectful environment.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Three:</b> Teachers know the content they teach.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Four:</b> Teachers facilitate learning for their students.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Five:</b> Teachers reflect on their practice.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Six:</b> Teachers contribute to the academic success of students.											
*Only three-year rolling average is used to determine overall status *											
Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average *		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.72			Individual Student Growth: 1.2 School-wide Student Growth: .5 Year Two Growth: 1.13			Individual Student Growth: .7 School-wide Student Growth: .5 Year Three Growth: .68			0.03		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

<b>Overall Status:</b>	Needs improvement	Effective	Highly Effective
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# Measures of Student Learning

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**Measures of Student Learning**  
are being designed for non-tested  
subjects for district use to populated  
Standard 6

# Guiding Principles

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- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

# What MSLs Are



- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

# What MSLs Are Not



- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

# The Balancing Act

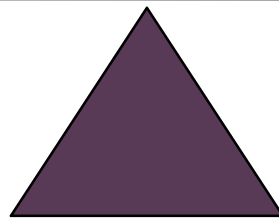


Freedom from Bias in  
Results

High Levels of  
Reliability

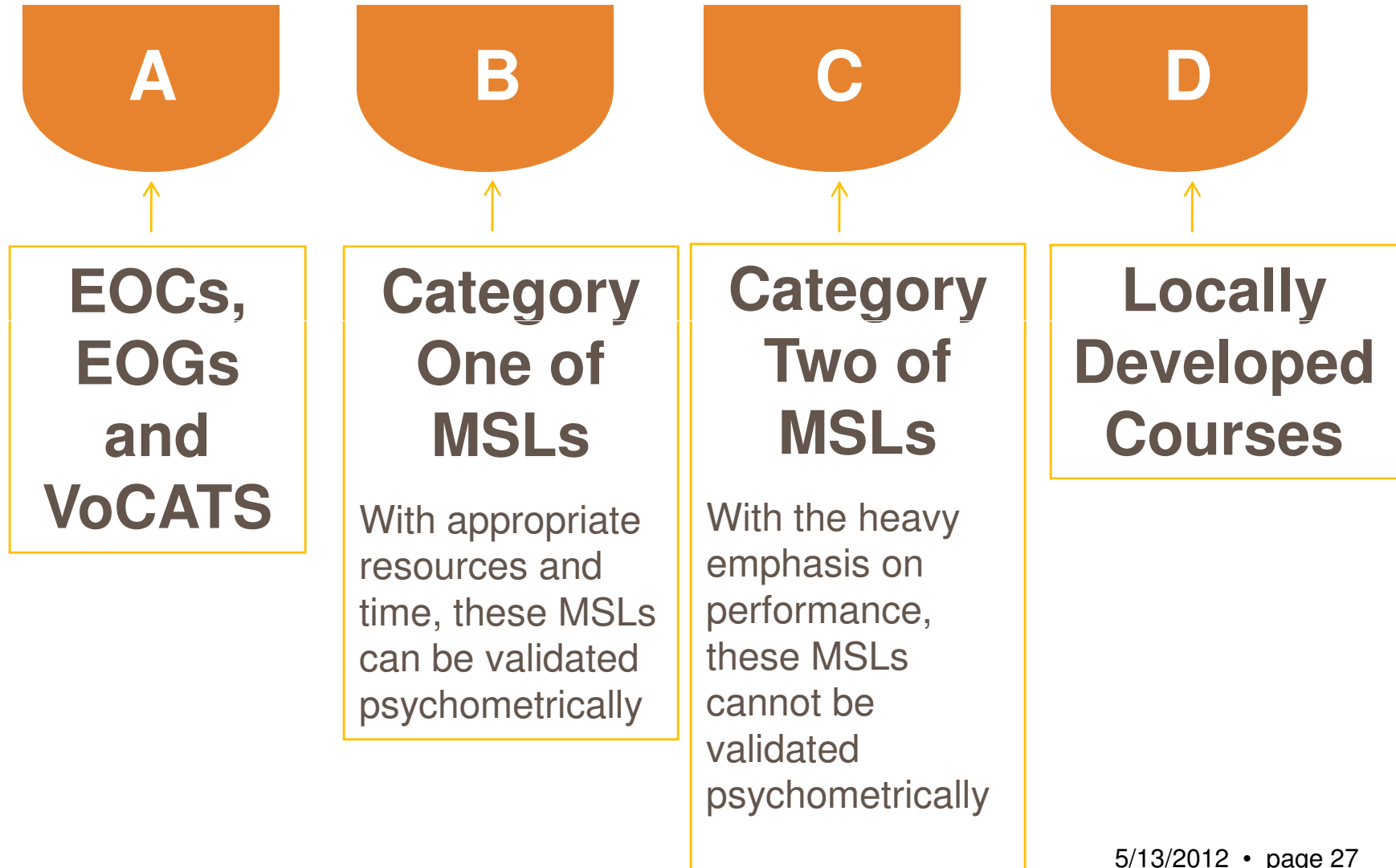
Ability to Feed Results  
into EVAAS or Another  
Sophisticated Growth  
Model

High Levels of Content  
Validity, with  
Performance-based  
Tasks





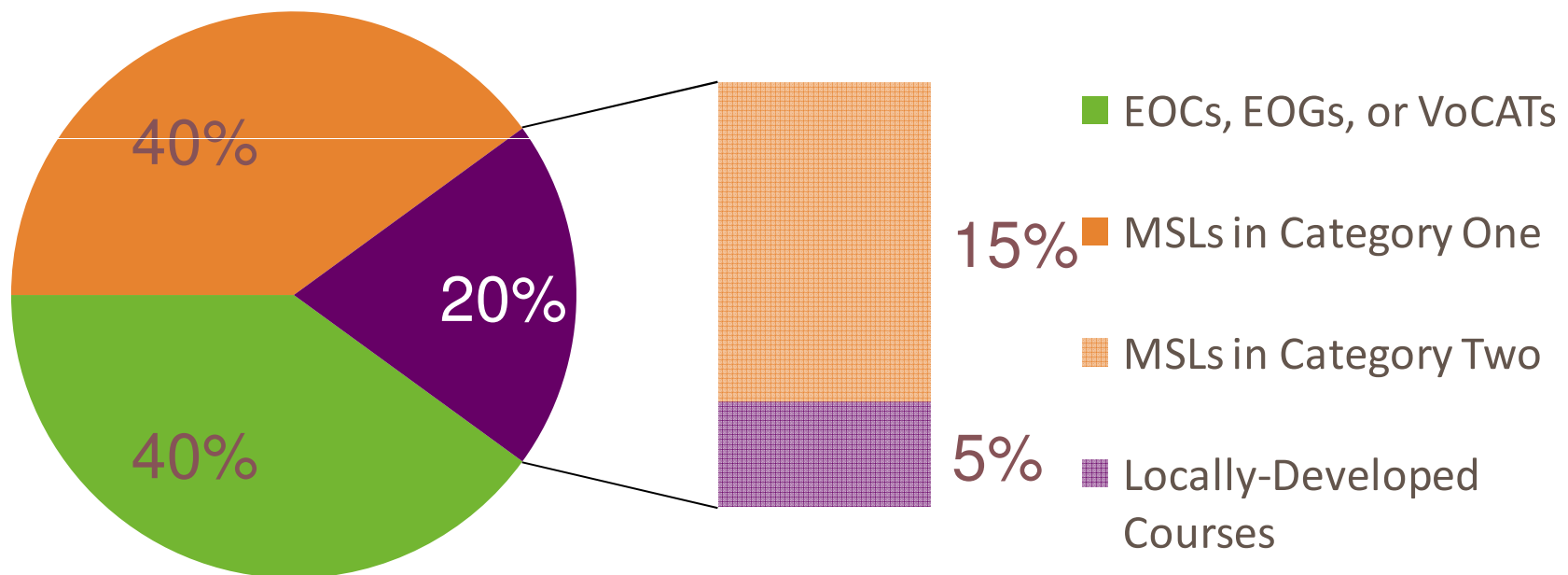
# Four Buckets of Assessment



# A Picture of Assessment



## North Carolina Teacher Workforce



# Three Phase Process



## October 2011

Teachers design item specifications for all currently non-tested grades and subjects

## Fall 2012

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning

## Summer 2012

Teachers review open-source items and items generated by external vendor(s)

# Three Phase Process



October 2011

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Teachers design item specifications for all currently non-tested grades and subjects

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# Phase I: Provide Training

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1. The Measures of Student Learning design process and how the Measures fit into the State's educator effectiveness work (DPI Leadership and RttT Project Management)
2. Assessment design, including potential item types, reliability, and validity (Assessment Design and Development)
3. Overview of the Common Core and NC Essential Standards (Curriculum & Instruction)

# Phase I: Gather Feedback

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Through three feedback protocols, teachers provided answers to the following critical question:

**What does meaningful  
assessment in your content  
area look like?**



# Teacher Thoughts and Concerns



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Appreciation, pride, and even joy that their content areas are now being valued and that the State is recognizing that they impact the learning of their students

Worry about finding a valid way to measure student learning in an art or PE class that meets once a month and one that meets every day

Value the input of teachers into the process

Doubt over the sustainability of these Measures of Student Learning after Race to the Top ends

Worry about a “test-heavy” environment for students, especially young children

# Three Phase Process



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Teachers design item specifications for all currently non-tested grades and subjects

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# Phase II: Develop Framework

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Validity framework and psychometric plan detail:

- Theory of Action
- Score Generation
- Propositions and Claims for Use
- Assessment Development Process
- Administration
- Scoring
- Item Calibration, Equating, and Scaling
- Data Collection Processes

Involvement of NC Technical Advisors

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# Phase II: Create Blueprints

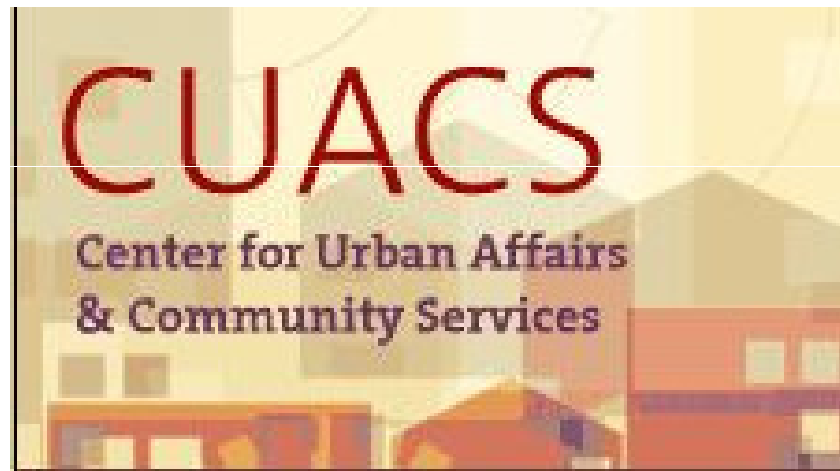


Course Group	Phase	Test	level	grade	Clarifying Objective Or Standard	Selected Response	Short Answer	Extend Response	Performance Task	Portfolio	Total	Priority Weight	Item Type	N_items or score points (assumes pool size of 200)
Science	1	Chemistry	CH	11	CHM.1.1.1	10					10	0.036	SR	7 to 8
Science	1	Chemistry	CH	11	CHM.1.1.2	10	1				11	0.034	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.1.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.1.4	10	1				11	0.018	SR	
Science	1	Chemistry	CH	11	CHM.1.2.1	10	1				11	0.024	SR	4 to 5
Science	1	Chemistry	CH	11	CHM.1.2.2	10	1				11	0.032	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.2.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.2.4	5	6				11	0.051	SR	10 to 11
Science	1	Chemistry	CH	11	CHM.1.2.5	10	1				11	0.033	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.3.1	10	1				11	0.025	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.2	6	2	2			10	0.029	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.3	6	1	4			11	0.029	SR/ER	5 to 6

# Phase II: Generate Items



Staff members at CUACS at NC State University are writing items to the specifications provided by teachers



# Phase II: Review Items

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Teachers return on rolling schedule to review items

First design group members return end of July 2012

- High School Science design group members
- High School World History, Civics and Economics, and American History II/II design group members
- English I, English III and IV design group members
- High School Mathematics design group members
- OCS design group members

# Challenge:

## Bias and Reliability in Grading

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- Given the variety of items desired by the teacher design groups, educators will need to play a role in assessing student performance on Measures of Student Learning according to standardized rubrics
- Their involvement introduces the risk for bias, even if teachers are not grading their own students' work
- Teachers are concerned about when they will have time to grade the performance tasks in the Measures of Student Learning

# Challenge: Equality Among Content Areas

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- Balance of instructional time between content areas
- Ratings generated by a mathematical model and those selected by principals based on data



# Challenge: Secure Administration

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- Districts receive PDF files for all MSLs
- Districts will be able to order answer sheets and modified assessments, or create their own
- DPI will provide guidelines and best practices for administration and scoring

# Administration Timelines



## **Fall 2012 (End of First Semester 2012 – 2013):**

Earth/Environmental Science

Physics

Chemistry

Physical Science

English I

English III

English IV

Pre-calculus

Advanced Functions  
& Modeling

Geometry

Algebra II

World History

Civics and Economics

American History I

American History II

OCS English I, III, and IV

OCS Applied Science

OCS Intro to Math

OCS Financial Management

# Administration Timelines

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## **Spring 2013 (end of School Year 2012 – 2013):**

- Grades 3, 4, 6, and 7 Science
- Grades 3 – 8 Social Studies
- High School Social Studies Electives
- Grade 9 Healthful Living

## **School Year 2012 – 2013:**

- The Arts
  - World Languages
  - K-2 ELA
  - MSLS being developed in partnerships
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# Survey on Webinar

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Please provide feedback on today's webinar by completing a short survey at:

<http://bit.ly/FISURVEY>

# Contact Information

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